

Southern University Agricultural and Mechanical College

Role, Scope and Mission

Program Authorization: Southern University was established in the City of New Orleans by Act 87 of the 1880 General Assembly for the State of Louisiana. In 1891, Southern University was recognized by the Federal Government as a Land Grant College under the Federal Act of 1890, known as the Second Morrill Act of 1890. Act 17 of the 1892 Louisiana General Assembly formally approved the institution's agricultural and mechanical departments. Legislative Act 118 of 1912 authorized the closing and sale of Southern University in New Orleans, and relocation of the University to a new site. On March 9, 1914, Southern University was opened at its current location in Baton Rouge, Louisiana. The Louisiana Constitutional Convention of 1921 authorized the reorganization and expansion of Southern University; Legislative Act 100 of 1922 provided that the University be reorganized under the control of the State Board of Education. Article 8 (Section 7) of the 1974 Louisiana Constitution authorized a Board of Supervisors for Southern University. Legislative Act 313 of 1975 included Southern University and A&M College at Baton Rouge; Southern University at New Orleans, Southern University at Shreveport, and Southern

Role, Scope, and Mission Statement: Southern A&M serves the educational needs of Louisiana's population through a variety of undergraduate level programs. In its role as a land grant college, Southern University has a legal mandate for statewide service and sustains national and international recognition and appeal. As an institution with a rich heritage of serving the educational needs of black citizens, Southern A&M attract students from throughout the state and the nation. The University offers a broad array of academic and professional programs through the doctoral degree, including the state's only doctoral programs in Environmental Toxicology and Public Policy.

Southern A&M prepares students who can compete favorably in their respective professions and who are prepared to engage in advanced study in graduate and professional schools. The University assures that its students are broadly educated and prepared for lifelong learning to meet the changing demands of society through a liberal education. Southern A&M renders service to the community through both urban and rural programs and makes available educational, cultural, and developmental resources to enhance the quality of life of Louisiana citizens.

Southern A&M is categorized as a SREB Four-Year 3 institution, as a Carnegie Master's College and University I, and as a COC/SACS Level V institution. Under the Settlement Agreement, the State has committed resources to expedite Southern University A&M's move towards a SREB Four-Year 2 institution with the University to develop and implement a minimum of four new doctoral programs, five new masters programs and four new baccalaureate/associates programs as prescribed in the agreement. Southern A&M will offer a wide range of baccalaureate programs and be committed to graduate education through the master's degree, offering graduate programs to meet regional/state needs. Southern A&M will limit associate degree offerings to 2+2 programs, conduct research appropriate to academic programs offered and necessary for program accreditation, and implement, at a minimum, Selective III admissions criteria. Southern A&M is located in Region II.

The goals of the Southern University A&M College are:

1. To increase opportunities for student access and success.
2. To ensure quality and accountability.
3. To enhance services to communities and state.

OBJECTIVES AND PERFORMANCE INDICATORS

Unless otherwise indicated, all objectives are to be accomplished during or by the end of FY 2002-2003. Performance indicators are made up of two parts: name and value. The indicator name describes what is being measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicators are shown for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year of the budget document.

DEPARTMENT ID: 19A - Southern University Board of Supervisors
 AGENCY ID: 19A - 616 Southern University Agricultural and Mechanical College
 PROGRAM ID: Program A: Southern University Agricultural and Mechanical College (SUBR)

1. (KEY) To minimize the decrease in Fall headcount enrollment in SUBR by 5.8% of baseline of 9,133 in Fall 2000 to 8,605 by Fall 2002. ¹

Strategic Link: Objective I.1 Minimize the decrease in participation in public postsecondary education at SUBR (due to implementation of selective admissions) from 9133 in Fall 2000 to 8494 in Fall 2005 or 7%.

Louisiana: Vision 2020 Link: Objective 1.1 - To involve every citizen in the process of lifelong learning.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education Link: Goal I Increase Opportunities for Student Access and Success

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage change in the Fall headcount enrollment over baseline year Fall 2000 headcount enrollment	Not applicable ²	Not applicable	Not applicable ²	Not applicable	-5.8%	-5.8%
K	Fall headcount enrollment	Not applicable ²	9,133	Not applicable ²	8,719 ³	8,605	8,605

¹ Selective Admissions began at the SUBR campus in Fall 2001. Although the university anticipates a decline in the enrollment through Spring 2005 because of the changes in the admission standards, it also anticipates an increase in retention rates among its students, thus higher graduation rates.

² These performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, they have no performance standards for FY 2000-2001 and FY 2001-2002.

³ Although this performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; SUBR reports this as an actual performance value for this performance indicator during FY 2001-2002.

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 PROGRAM ID: Program A: Southern University Agricultural and Mechanical College

2. (KEY) To minimize the decrease in minority Fall headcount enrollment in SUBR by 4% of baseline from 8,911 in Fall 2000 to 8,554 by Fall 2002.

Strategic Link: Objective I.2 Minimize the decrease in minority participation in Public postsecondary education at SUBR ((due to implementation of selective admissions) by 7% over baseline from 8,911 to Fall 2000 to 8,287 in Fall 2005.

Louisiana: Vision 2020 Link: Objective 1.1 - To involve every citizen in the process of lifelong learning.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education Link: Goal I Increase Opportunities for Student Access and Success

Explanatory Note: The term Minority includes all racial categories with the exception of White Non-Hispanic. The racial categories are defined by the United States Department of Education and include the following: Asian or Pacific Islander, American Indian or Alaskan Native, Black Non-Hispanic, Hispanic and Others/Race unknown.

Background Note: Louisiana's minorities continue to be under-represented in postsecondary education. Louisiana's institutions will continue to implement strategies to recruit additional minorities into the system and design additional programs to increase retention of all students.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage change in minority Fall headcount enrollment from baseline year Fall 2000 headcount enrollment	Not applicable ¹	Not applicable	Not applicable ¹	Not applicable	-4.0%	-4.0%
K	Minority Fall headcount enrollment	Not applicable ¹	8,911	Not applicable ¹	8,326 ²	8,554	8,554
S	Change in minority Fall headcount enrollment (from baseline year)	Not applicable ¹	306	Not applicable ¹	585 ²	357	357

¹ These performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, they have no performance standards for FY 2000-2001 and FY 2001-2002.

² Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; SUBR reports these are actual performance values for these performance indicators during FY 2001-2002.

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PROGRAM ID: Program A: Southern University Agricultural and Mechanical College

3. (KEY) To increase the percentage of first-time, full-time entering freshman at SUBR retained to second year in public postsecondary education system by 1.5% over the baseline retention rate 60.5% in Fall 2000 to 62.0% by Fall 2002.

Strategic Link: Objective I.3 Increase the percentage of first-time, full-time freshman at SUBR retained to the second year (in public postsecondary system) by five percentage points over the baseline retention rate of 60.5% in Fall 2000 to 65.5% in Fall 2005.

Louisiana: Vision 2020 Link: 1.6.3.: Percentage of Louisiana retention who have graduated from a four-year college or university.

Children's Cabinet Link: Not applicable

Other Link(s): *Master Plan for Public Postsecondary Education* Link: Goal I Increase Opportunities for Student Access and Success

Explanatory Note: The data utilized to report freshman retention represents the percentage of full-time, first-time entering freshman students who remain in Louisiana public higher education.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage point difference in retention of first-time, full-time entering freshman to second year over Fall 2000 baseline year level	Not applicable ¹	1.0%	1.0%	1.0%	1.5%	1.5%
S	Number of first-time, full-time freshman retained to second year	Not applicable ²	780	Not applicable ²	1,109 ³	792	792
K	Retention rate of first-time, full-time entering freshman to second year	Not applicable ¹	60.5%	62.0%	62.0%	62.0%	62.0%

¹ These performance indicators did not appear in Act 11 of 2000; therefore, they have no performance standards for FY 2000-2001.

² This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

³ Although this performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; SUBR reports this as an actual performance value for this performance indicator during FY 2001-2002.

DEPARTMENT ID: 19A - Southern University Board of Supervisors
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 PROGRAM ID: Program A: Southern University Agricultural and Mechanical College

4. (KEY) To increase the six-year student graduation rate over the baseline rate of 26.9% to 27.9% by Spring 2003.

Strategic Link: Objective I.4: Increase the six-year graduation rate at SUBR by three percentage points over baseline year rate of 26.9 percent in 1999-2000 to 29.9 percent in 2005-2006.

Louisiana: Vision 2020 Link: Objective 1.6.3: Percentage of Louisiana residents who have graduated from a four-year college or university.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education Link: Goal II: Ensure Quality and Accountability

Explanatory Note 1 - Three/Six-Year: The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates are based on students graduating in 150% of "normal" time, thus three years for 2-year institutions and six-years for 4-year institutions. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does not include any transfer students who graduated. Also, since the graduation cycle runs from summer of a year through the spring graduation the following year, the data in the column 1999-2000 reflects graduation rates through spring 1999, etc.

Explanatory Note 2 - Ten-Year: The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs since it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage point difference in six-year graduation rate from baseline year level	Not applicable ¹	4.1% ²	1.0% ²	1.0% ²	1.0%	1.0%
K	Six-year graduation rate	Not applicable ¹	27.3% ²	27.9% ²	27.9% ²	27.9%	27.9%
S	10-year graduation rate	Not applicable ¹	32.6%	36.9%	36.9%	36.9%	36.9%
S	Number of first-time, full-time entering freshman at SUBR graduating within six-years	Not applicable ³	446	Not applicable ³	Not applicable	462	462

¹ These performance indicators did not appear in Act 11 of 2000; therefore, they have no performance standard for FY 2000-2001.

² A calculation for six year graduation rate appeared in LaPAS in previous years, but this indicator is new in the method of calculation. Starting 2002-2003, this indicator will be calculated from the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey. *All public postsecondary management boards met during FY01 and FY02 to develop a core set of performance objectives and indicators. Upon the conclusion of these meetings, it was concluded that institutions shall report the same performance information consistently using the same calculating methodology. Therefore, the adjustment SUBR made in the calculating methodology is simply for alignment purposes in the overall higher education effort.*

³ This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

DEPARTMENT ID: 19A - Southern University Board of Supervisors

AGENCY ID: 19A - 616 Southern University Agricultural and Mechanical College

PROGRAM ID: Program A: Southern University Agricultural and Mechanical College

5. (KEY) To attain 100% accreditation of "mandatory" programs during FY 2002-2003.

Strategic Link: Objective II.1 Attain 100% accreditation of "mandatory" programs at SUBR by increasing from 92% (24 programs) in 2000-2001 to 100% (26 programs) in 2005-2006.

Louisiana: Vision 2020 Link: Objective 1.8: To improve the efficiency and accountability of government agencies

Children's Cabinet Link: Not applicable

Other Link(s): *Master Plan for Public Postsecondary Education*: Goal II Ensure Quality and Accountability

Explanatory Note: In 1999, the Board of Regents examined and revised its requirements for programs accreditation. The process resulted in assigning disciplines into three categories: Mandatory, Recommended and Optional. The percentage reported in this objective is restricted to those disciplines deemed mandatory by the Board of Regents that accreditation be acquired by a date certain.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage of mandatory programs accredited	Not applicable ¹	92%	92%	92%	100%	100%
K	Number of programs for which accreditation is required by the Board of Regents that have accreditation	Not applicable ¹	24	24	24	25 ²	25 ²

¹ This performance indicator did not appear in Act 11 of 2000; therefore, it has no performance standard for FY 2000-2001 .

² The number of programs that accreditation is mandated changed from 26 to 25 with the elimination of the Electronics in Engineering Associates Degree by action of the Board of Regents effective September 2001. Note that the 92% reported as the actual yearend performance was based on 24 programs; whereas, the FY03 proposed standard of 100%, is based on 25 programs.

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PROGRAM ID: Program A: Southern University Agricultural and Mechanical College

6. (KEY) To maintain the number of students earning baccalaureate degrees in education at SUBR at 115 in the baseline year 1999-2000 through 2002-2003.

Strategic Link: Objective III.1 - *Maintain the number of students earning baccalaureate degrees in education at SUBR at 115 in the baseline year 1999-2000 through 2005-2006.*

Louisiana: Vision 2020 Link: Objective 1.2: *To raise levels of language and computational competencies by high school graduation.*

Children's Cabinet Link: Not applicable

Other Link(s): *Master Plan for Public Postsecondary Education* Link: Goal III Enhance Services to Communities and State

Explanatory Note: The BoR/BESE Blue Ribbon Commission adopted an ambitious set of recommendations to reframe elementary and secondary education. This objective, if attained, should help in the Blue Ribbon Commission's reaching its goals.

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Number of students earning baccalaureate degrees in education	Not applicable ¹	115	115	115	115	115

¹ This performance indicator did not appear in Act 11 of 2000; therefore, it has no performance standard for FY 2000-2001 .

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 PROGRAM ID: Program A: Southern University Agricultural and Mechanical College

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: SOUTHERN UNIVERSITY AGRICULTURAL AND MECHANICAL COLLEGE						
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01	ACTUAL FY 2001-02
SREB Category ¹	Four Year III	Four Year III	Four Year III	Four Year III	Four Year III	Four Year III ⁱ
Admissions Criteria ²	No	No	No	No	No	Yes
Student headcount ³	10,258	9,815	9,567	9,345	9,449	8,719 [*]
Student full time equivalent (FTE) ⁴	9,948	9,574	9,255	8,944	9,011	Not available ⁱ
Degrees/award conferred ⁵	1,384	1,472	1,379	1,465	1,433	Not available ⁱ
State dollars per FTE ⁶	\$4,335	\$4,214	\$4,414	\$4,052	\$4,282	Not available ⁱ
Percentage of SREB benchmark ⁷	98.4	91.2	91.3	77.4	79.2	Not available ⁱ
Undergraduate mandatory attendance fees ^{8a}	2,028	2,068	2,208	2,286	2,286	2,682
Percentage of SREB benchmark (resident) ^{8b}	100.8	94.7	94.0	92.6	86.4	Not available ⁱ
Undergraduate mandatory attendance fees ^{9a}	4,808	5,852	6,996	8,078	8,078	8,474
Percentage of SREB benchmark ^{9b}	67.5	73.4	81.3	91.2	89.3	Not available ⁱ
Mean ACT score ¹⁰	16.4	16.2	16.6	16.5	16.6	Not available ⁱ
Retention of first-time freshman from previous fall (Campus level) ¹¹	60.7	55.9	53.9	59.2	55.6	62.0
Retention of first-time freshman from previous fall (Public post-secondary system level) ¹²	64.1	59.3	59.4	65.8	60.5	68.2
Program Accreditation Rate ¹³	Not applicable ¹³	Not applicable ¹³	Not applicable ¹³	68.3	92.3	92.3
Three/six year graduation rate ¹⁴	Not applicable ¹⁴	21.2	22.8	26.9	18.3	Not available ⁱ
10 year graduation rate ¹⁵	31.2	36.1	39.7	35.9	32.6	Not available ⁱ
Number of Distance Learning Courses ¹⁶	Not available ¹⁶	Not available ¹⁶	Not available ¹⁶	5	12	12
Number of TOPS recipients ¹⁷	Not applicable ¹⁷	Not applicable ¹⁷	520	586	626	652
ACT Level of Student Satisfaction ¹⁸	Not applicable ¹⁸	Not applicable ¹⁸	Not applicable ¹⁸	3.68	3.58	Not available ⁱ

* Beginning in 2001, the Southern University Law Center is being treated separately from Southern University and A&M College. Therefore, the 376 students at the Law Center are not included in the 8,719 students enrolled at A&M.

¹ The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Four Year V - Institutions awarding at least 30 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (2-digit classification).

² As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.

³ Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter).

⁴ Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.

⁵ Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.

⁶ State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds.. The data include library and scientific equipment funds for FY1997-98 through 2000-01.

⁷ Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.

^{8a} Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.

^{8b} Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.

^{9b} Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.

¹⁰ Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.

¹¹ Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.

¹² Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall. (Does not include LTC)

¹³ The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.

¹⁴ The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs at 2-yr schools and six years for those in bachelor's degree programs at 4-yr schools. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does not include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.

- ¹⁵ The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.
- ¹⁶ Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the fall term. No data collected in the years marked "Not Available".
- ¹⁷ The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.
- ¹⁸ An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.
- ⁱ Data available by June 30, 2002

GENERAL PERFORMANCE INFORMATION: Southern University A&M College	
PERFORMANCE INDICATOR NAME	ACTUAL FY 2001-2002
Number of new patents	Not available ¹
Number of new business created that are directly related to the Governor's Information Technology Initiative	Not available ¹
Number of new jobs in information technology field directly related to the Governor's Information Technology Initiative	Not available ¹
Number of new degree and non-credit programs in information technology	Not available ¹
Number of new faculty in information technology fields	Not available ¹
Number of new students in information technology fields	Not available ¹
Number of graduates (undergraduate and graduate students) in information technology fields	Not available ¹

¹ This is the first year of implementation of the Governor's Information Technology Initiative. The information will be available after the end of the fiscal year.